District Assessment Coordinator's Guide

- The ACT® Test
- ACT QualityCore®
- ACT Compass®
- ACT WorkKeys®

EVERY CHILD

PROFICIENT & PREPARED FOR
S U C C E S S
KENTUCKY DEPARTMENT OF EDUCATION

Prepared by ACT in cooperation with the Kentucky Department of Education.

Contents

Overview of the ACT® Test, ACT QualityCore®, ACT Compass®, and ACT WorkKeys®

Information from these assessments will provide teachers and parents with important and helpful feedback about the academic progress being made by students. The data will also help identify students with academic deficiencies and provide guidance in developing individual, accelerated learning plans designed to correct these deficiencies.

The policies may be modified, supplemented, deleted, or replaced, in whole or in part, at any time, and from time to time, in ACT's sole and absolute discretion.

Table 1

Assessment	Testing Date or Window

The ACT
    Initial Test Date
    Accommodations Testing
    Makeup Test Date
	
	March 1, 2016
	March 1–15, 2016
	March 15, 2016

ACT QualityCore	August 3–August 28, 2015 (online only) September 1–September 30, 2015 (unavailable due to transition to new platform) October 1–December 18, 2015 January 4–July 15, 2016
ACT Compass	August 3, 2015–June 15, 2016

ACT WorkKeys
    Paper Testing
    Online Testing
	
	January 25–February 8, 2016
	December 1, 2015–March 31, 2016

The Kentucky Department of Education (KDE) along with the testing contractor will be doing analysis of student responses and data to determine if possible inappropriate practices have occurred. This includes erasure analysis, item response patterns, item performance changes over time, and dramatic grade or school performance outside the norm.

Reporting Student Cheating and Score Invalidation

Student cheating or jeopardizing test security is serious and in many cases leads to invalidation of test scores. Invalidation of scores impacts not only student results, but also may impact school/district and state test results.

Monitoring a test administration session requires more than distributing materials and keeping time. Test proctors are expected to monitor students closely to ensure that every student has a fair and equal chance to receive valid scores. A proctor's responsibilities during testing include, but are not limited to, actively moving about the room to ensure that students are:

- working in the appropriate sections of the test book,
- answering questions in the correct areas of the student response document,
- using appropriate resources,
- accessing only approved electronic devices,
- accessing the appropriate online test area,
- not talking to other students,
- not looking at another student's work, or
- not in any way conducting themselves in a manner that would be considered inappropriate for the testing session.

A proctor should also be attuned to student behavior before and after testing to monitor that secure material is not being shared, such as in a face-to-face conversation or posting on social media.

Student

Inappropriate student behavior is not considered an allegation, but it should be properly reported. Should it be determined by school/district staff that a student has cheated or jeopardized test security by revealing test information, specific steps should be taken to report the incident through the Allegation Reporting Application on the KDE website (**applications.education.ky.gov/login/**). The information should be entered into the application following the step-by-step directions provided, beginning with *Get The Facts*. Information regarding the incident should be gathered as soon as possible.

The information should include school/district name, testing room number, student name(s), State Student ID (SSID) number, proctor name(s), grade level, test form number, content area, item numbers, a detailed description of what happened, how the situation was handled, date of incident, and any other information deemed to be pertinent. These details will allow KDE to remove a student's score. The school should also use this information when determining disciplinary action for the student's misbehavior.

Test Proctor

It is considered an allegation when test proctor(s) cause or allow inappropriate student behavior. The incident should be filed as an allegation using the same application and similar process as filing for student misbehavior. Test proctor(s) may face consequences based on the outcome of the KDE investigation.

The ACT

Program Overview

The ACT test is a comprehensive system for collecting and reporting information about students planning to enter postsecondary education. It consists of four major components:

Tests of Educational Development

The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. The tests emphasize reasoning, analysis, problem solving, and the integration of learning from various sources, as well as the application of these proficiencies to the kinds of tasks college students are expected to perform.

Course/Grade Information Section

This component provides 23 self-reported high school grades in English, mathematics, natural sciences, social studies, language, and the arts. The courses include those that customarily form the core of a college preparatory curriculum and are frequently required for admission to college.

Student Profile Section

The Student Profile Section contains information reported by students, in such categories as educational plans, interests, and needs; financial aid; demographic background information; and extracurricular activities.

The ACT Interest Inventory

This 72-item survey reports scores that parallel six interest and occupational types. The Interest Inventory helps students identify majors consistent with their interests.

The ACT	Subject	Number of Questions	Time (Minutes)
Required for all grade 11 students. Assesses high school students' general educational development and their ability to complete college-level work.	English	75	45
	Mathematics	60	60
	Reading	40	35
	Science	40	35

DAC Communications for the ACT Statewide Test

Throughout the year, information regarding test-day administration, accommodations, and irregularities for the ACT will be communicated directly to school personnel, including Test Coordinators and Test Accommodations Coordinators.

To keep DACs fully informed, all significant communications sent to Principals, Test Coordinators, and TACs will also be copied to DACs. They will also have access to key documents via a link to an ACT website, or the items will be posted on the KDE website. All broadscale communications will be provided to KDE in advance of distribution to DACs. In addition, key updates will always be shared with Kentucky DACs via the Division of Support and Research's DAC Monday E-mail.

Who Should Be Tested

All students enrolled in **grade 11** at a Kentucky public school, except alternate assessment and foreign exchange students, are to be tested. For any grade 11 student who does not test, the reason for nonparticipation is to be documented on the electronic roster in the Student Data Review and Rosters application (SDRR). Candidates for early graduation may also be eligible to test. Please see Early Graduation section.

ACT State and District Testing Key Dates

Standard Time Testing	Accommodations Testing
March 1, 2016—Initial Test Date March 15, 2016—Makeup Test Date	ACT-Approved and Non-College-Reportable Accommodations March 1–15, 2016—Testing Window
Week of September 28, 2015	**Test Coordinator Information Packets mailed to high school principals.** DACs will be e-mailed a link to access the materials online. Principals should distribute information materials to the staff person they appoint as Test Coordinator (TC).
October 12, 2015	Accommodations training webcast becomes available online. This webcast focuses on procedures for completing and submitting required documentation for students needing to test with ACT Accommodations.
October 12–23, 2015	**Window for TCs to complete** required online establishment profiles and school information. **Window for staff to register online** to attend (in-person) Test Administration Training workshops.
October 23, 2015	**Deadline for ACT to receive completed online** profile form from the TC. It is imperative that schools be established by this deadline. The form must be submitted for Spring 2016.
October TBD, 2015	Accommodations Q&A session
Week of November 9, 2015	Test administration webcast becomes available. Test Administration Training (in-person) workshops. ACT and KDE will conduct two workshops for all appointed TCs. Registration is required.
November 20, 2015	**Deadline for ACT to receive** *Application for ACT-Approved Test Accommodations* with accompanying documentation for each student needing accommodations
December 2015/February 2016	Test administration Q&A sessions

January 15, 2016	**Deadline to submit, online,** off-site proposal if standard testing requirements cannot be met at the school
January 5–12, 2015	Window to provide the total number of students expected to test (eligible grade 11 and early graduates), to ACT
February 1–11, 2016	**Window for TC to order, online,** quantities needed for Non-College-Reportable Accommodations materials
Week of January 18, 2016	TC receives Preliminary ACT-Approved Accommodations Roster for review.
January 29, 2016	**Deadline to request** changes to the Preliminary Accommodations Roster for ACT-Approved Accommodations. No response indicates school agrees the roster and test format are accurate for each student.
Week of February 1, 2016	**Receive** nonsecure materials shipment which includes answer documents, labels, and copies of the *Administration Manual* and *Taking the ACT.*
November 23, 2015– February 10, 2016	Window for ACT to receive *ACT-Approved Accommodations Late Consideration Form* (for the following reasons only). This must be accompanied by *Application for ACT-Approved Test Accommodations*, posted online. 1. New to the School or Newly Classified as Grade 11: Student was not previously approved for an accommodation and has newly enrolled in or transferred schools. This also includes students who were newly classified as Grade 11 after the original deadline. 2. Newly Identified Disability: Student has been evaluated or diagnosed recently, a new disability has been identified by the school, and an accommodations plan has been put in place after the original deadline. 3. Transfer Student: Student who is already approved with an accommodation (for State Testing) and transfers to your school from another school within the state. 4. Medical Emergencies or Sudden Medical Onset: Student who develops a sudden medical condition or suffers an injury which could prevent the student from accessing the examination (e.g., broken arm, hand, wrist, etc.). Students can mark the answers to the multiple choice questions in the test book and testing staff can transcribe the answers to the answer document after testing. If the student must take the writing test, a scribe for the student to dictate the essay response to may be applied for. Other medical emergencies or conditions may also qualify. Schools must request a scribe or other alternate materials by submitting an ACT-Approved Application and complete documentation of the condition and its effect on the student's ability to access the test. ACT will consider each case individually.

Late January–February 26, 2016	**Window for schools to hold** supervised pretest sessions for all students, to conduct room supervisor and proctor training, and to arrange to meet testing requirements at school or off-site location
Week of February 22, 2016	**Receive** secure standard time test materials shipment for initial testing. Note: Schools that have informed ACT they will be on break during this week will receive their shipment the prior week.

	TC receives secure accommodations shipment of:
	1. ACT-Approved Accommodations materials including:
	   a. Final roster of ACT-Approved Accommodations and student letters (will not include any late requests)
	   b. ACT-Approved alternate format test materials, such as large type, audio DVD, and Braille
	2. Non-College-Reportable Accommodations test materials including alternate-format test materials (as ordered), such as large type or audio DVD.
	Note: Schools that have informed ACT they will be on break during this week will receive their shipment the prior week.

March 1, 2016	**Initial test date—the ACT** After testing, prepare test materials for return to ACT
March 1–15, 2016	**Accommodations testing window**
March 2–3, 2016	**Window to submit,** online, makeup order for standard time paper materials—the ACT
March 2–14, 2016	**Window for schools to hold** supervised sessions for all applicable students testing on the makeup test date
March 3, 2016	Initial test date materials pickup. Contact ACT at 800.553.6244, extension 2800, if you have trouble with scheduled pickups.
March 7–10, 2016	**Receive** secure standard time test materials shipment for makeup testing.
March 15, 2016	**Makeup test date—the ACT** After testing prepare test materials for return to ACT
March 16, 2016	TC returns all makeup and accommodations. Contact ACT at 800.553.6244, extension 2800, if there are issues with scheduled pickups.
March 18, 2016	**Deadline for schools to return** all test materials
March 25, 2016	**Deadline for ACT to receive** all answer documents from schools (Answer Document Receipt Deadline). Late arriving documents will not be scored.

Standard Testing Requirements

Schools must abide by the standard testing requirements as stated in *Summary of Requirements—ACT State and District Testing* and the *ACT Administration Manual for State and District Testing*. ACT will provide DACs with access to each of these documents. DACs are responsible for ensuring all staff administering the ACT read, sign, and abide by the Administration Code for Kentucky's Educational Assessment Program (703 KAR 5:080) and, if providing accommodations, read and abide by the Inclusion of Special Populations in the State-Required Assessment and Accountability Programs (703 KAR 5:070). School or district technology staff involved in preparing computers for online testing must read, sign and abide by the Nondisclosure Agreement.

Early Graduation

The Early Graduation regulation is a result of Senate Bill 61 (2013) and is a companion to Senate Bill 97 (2013). To summarize the regulation, beginning in 2014–15, Early Graduation became possible for students who intend to move on an accelerated timeline through high school and graduate ready for college before the typical four years of high school or age 18.

Students may take their one state-supported ACT exam prior to their junior year, as provided by the regulation. Test Coordinators must include early graduation candidates in the total number of students expected to test. Early graduation candidates who are juniors will be included in the data files sent to ACT and will receive labels for their answer folders. Early graduation candidates who are not juniors will not be included in the data files sent to ACT and will not receive labels for their answer folders. Students who do not receive labels will need to fill in blank answer folders.

For more information on Early Graduation, see
education.ky.gov/educational/AL/earlygrad/Pages/default.aspx.

Appointing Required Testing Staff

For schools to establish their participation, they must complete all test site establishment processes as directed by ACT. The initial mailing will be sent to the school principal who will identify the Test Coordinator at each school. DACs will be directed to a website where they can access such materials.

The **Test Coordinator** must meet ACT's standard requirements for testing staff, provide documentation of the school's secure storage facilities, and agree to ACT's standard testing requirements for test administration. The Test Coordinator will serve as the primary contact for all communications about the ACT administration, will receive materials, will be responsible for conducting standardized and secure test administrations at the school, and will promptly return all test materials to ACT. Each appointed Test Coordinator will be required to complete and submit an *ACT State and District Testing Test Coordinator Profile* using ACT's online system, OTIS (Online Testing Information System). After review and approval of the profile, all future communications about the test administration will be addressed to the Test Coordinator.

Test Coordinators should appoint a backup test coordinator who meets the same criteria as the Test Coordinator, and who will be able to serve in the event that the Test Coordinator is unable to fulfill his or her administration duties on the test day.

Test Coordinators will work with the school's accommodations staff to serve students who need test accommodations (see "Accommodations" below). Staff can assist with submitting requests for accommodations and coordinating the testing of students approved for those accommodations during the period of time between the initial test date and the makeup test date. The TC will serve as the primary contact for all communications about the ACT accommodations administration, and it will be the Test Coordinator who receives the accommodations test materials. Accommodations staff will assist with conducting standardized and secure test accommodations administrations at the school and will work with the TC to promptly return all accommodations test materials to ACT.

Accommodations

ACT is committed to ensuring that official ACT scores reported to colleges and other entities from Kentucky State Testing are comparable to scores earned through other forms of ACT testing involving the application of ACT's test accommodations policies. Therefore, ACT supports the following two forms of accommodations on the ACT when it is administered as part of a state testing program:

- **ACT-Approved Accommodations** that result in ACT scores that are fully reportable to colleges, scholarship agencies, and other entities *in addition* to being used for state testing purposes. Only students with professionally diagnosed and documented disabilities and who receive accommodations in school should apply for ACT-Approved Accommodations. Examples of accommodations that may be requested include extended time, alternate test formats, stop-the-clock breaks, and authorization to test over multiple days. Applications will be reviewed by ACT staff, and if appropriate, by other expert disability consultants, to ensure they meet ACT's established eligibility criteria and include the same supporting documentation required for approving all other ACT accommodations requests.

- **Non-College-Reportable Accommodations** that result in ACT scores used only for state testing purposes; these scores are not college-reportable. EL students who do not have a disability but receive accommodations in school should request Non-College-Reportable Accommodations.

The school's appointed TC will submit individual requests for students needing ACT-Approved Accommodations to ACT through the Test Accommodations Accessibility system (TAA). **This is a different process from previous years. More information will be provided through trainings and materials.** The TAA system is a secure online portal that will allow TCs to submit an online application as well as any requested documentation to ACT. This system is used for individual student requests and for ACT-Approved Accommodations only. The TC will, for each student for whom accommodations are requested, submit:

- *Application for ACT-Approved Accommodations*—This is a form used through TAA to apply for ACT approval of test accommodations for students who meet ACT's established eligibility requirements.

- *Ordering Non-College-Reportable Accommodations*—This online form is used to request materials for students who will test with non-college-reportable accommodations. The Test Coordinator will need to determine the number of students who will be testing with Non-College-Reportable Accommodations, ordering by type and quantity needed. Ordering will be completed online, in the specified window. This includes students who do not meet ACT's eligibility requirements (e.g., EL students with no disabilities) or whose applications for ACT-Approved Accommodations have been denied.

ACT Review of Applications for Accommodations on the ACT

ACT will review applications for ACT approval by applying the Americans with Disabilities Act (ADA) standards that are used for all such applications. Approval is dependent on submission of all required documentation by the stipulated deadline and review by ACT. It is possible for ACT to approve an accommodation for one student, while the same accommodation may be denied for a different student.

Students who do not meet ACT eligibility requirements (e.g., EL students with no disabilities) or whose requested accommodations are denied by ACT may request to take the ACT with the denied accommodations under the Non-College-Reportable Accommodations option, or they may test standard time without accommodations. **Note: Non-College-Reportable Accommodations must be ordered so that ACT can ship the correct ACT test materials**—which are *different* from those used by examinees testing with ACT-Approved Accommodations. See "ACT State and District Testing Key Dates" (page 2) for important deadlines for accommodations requests.

ACT Online Testing Option

ACT plans to offer schools in Kentucky the opportunity to take the ACT test online as part of the statewide assessment. KDE will be working with a limited number of districts to pilot this option. Each school participating in the pilot will need to appoint a Technical Coordinator. That individual will be responsible for making sure their school meets the technical requirements and is able to pass a series of site readiness checkpoints. ACT will provide additional training for Technical Coordinators, and resources for administering the ACT online will also be available. Schools will indicate their intent to participate at the time of establishment. ACT taken online will be administered in a two-week window, the same window used for accommodations testing. With ACT approval, extended time accommodations will be permitted to be taken online. Other accommodations that require alternate formats will need to be taken on paper. Additional information will be provided this fall by ACT and in the DAC Monday E-mail.

Invalidated Scores

If any test scores are invalidated, ACT will notify KDE in writing of records that have been invalidated. ACT will also notify schools as appropriate when scores are cancelled or the answer document is not scored. KDE will be responsible for informing DACs of the outcomes.

ACT Reports

Standard ACT Reports by Student (All College-Reportable State Testing Scores)*			
Report	Media	When Distributed	Recipient
Student Report and Booklet, *Using Your ACT Results*	Print	3–8 weeks after test date	Student at address entered on answer document
High School Report (1 per student), Score Labels (2 per student), High School Report Checklist (1 per report delivery)	Print (multiple deliveries as scoring is completed)	3–8 weeks after test date	Director of Counseling (by title only)
College Report(s)	As requested by college	As requested by college	College(s) entered by student on answer document

*Students receiving Non-College-Reportable Accommodations on the ACT do not receive a college-reportable score.

High School Reports from ACT State and District Testing				
Report	Population Reported	Media	When Distributed	Recipient
High School Profile Report including College Readiness Standards Report	All students[1]	Print	late June	Test Coordinator
Non-College-Reportable Score Notification Letter (1 for student, 1 for school)	Students tested with Non-College-Reportable Accommodations	Print	late June	Test Coordinator

[1]Including students tested with Non-College-Reportable and ACT-Approved Accommodations.

District Reports from ACT State and District Testing				
Report	Population Reported	Media	When	Recipient
Non-College-Reportable Score Notification Letter (one copy)	Students tested with Non-College-Reportable Accommodations	Print	July	DAC
District High School Profile Report including College Readiness Standards Report	All students[1]	Print	July	DAC
High School Profile Report for each HS in District	All students[1]	Print	July	DAC
District Student Data File	All students[2]	CD	July	DAC

[1] Including students tested with Non-College-Reportable and ACT-Approved Accommodations
[2] Including students tested with ACT-Approved Accommodations

ACT College Readiness Benchmarks

In 2013, ACT updated the ACT College Readiness Benchmarks (which differ from CPE benchmarks), based on gradual changes identified through ACT's routine practice of monitoring the predictive validity of the ACT. Students who reach the ACT Benchmarks have a 50% chance of obtaining a B or higher or about a 75% chance of earning a C or higher in the corresponding credit-bearing college course. The ACT College Readiness Benchmark in Reading went up by 1 point (from 21 to 22); the Benchmark in Science went down by 1 point (from 24 to 23). The English (18) and Mathematics (22) Benchmarks remained the same. The Kentucky benchmarks used in college admissions, college placement, and school accountability remain unchanged. They are 18 in English, 19 in Mathematics, and 20 in Reading.

ACT and ACT WorkKeys Testing Precautions

- Because the ACT and ACT WorkKeys are separate assessments with different test materials, administration procedures, and returning processes, please keep all materials and testing separate. Standard secure storage requirements apply to both administrations.
- Remember to return materials separately, as instructed in the respective test administration manuals and in other training resources.
- Mixing test materials can result in a delay of scoring and reporting and possibly a misadministration.

Contact ACT State Testing at 800.553.6244 with questions.

Frequently Asked Questions about the ACT

Q: *Test Scores: Will the March ACT test given to Kentucky grade 11 students count for college admissions purposes?*

A: All students who take the ACT as part of State Testing in Kentucky with either standard time or ACT-Approved Accommodations (and receive scores) will be able to use those scores for college admission and scholarship purposes and initial NCAA eligibility certification. Students who test using Non-College-Reportable Accommodations or who do not receive scores due to prohibited behavior or a misadministration will not be able to use their results for college admissions, scholarship purposes, or initial NCAA eligibility certification.

Q: *Test Sites: Will high schools that are already approved test centers for the national ACT administration have to be approved again for the ACT for Kentucky weekday administration?*

A: Yes, high schools currently serving as ACT test centers must submit their establishment profiles and request to be established as a test site for the weekday administration of the ACT for Kentucky.

Q: *Test Administration: Can district personnel and other interested parties (DACs, school board members, superintendents, media, etc.) monitor test administration on test day?*

A: To protect examinees from anxiety and distractions, unauthorized persons—including parents, board personnel, media, etc.—must not be allowed to enter, observe, or photograph test rooms or preliminary activities. Only authorized personnel serving in the role of testing staff (Test Coordinator, Room Supervisor, or Proctor) are allowed in the testing area.

Resource Documents Available

- ACT State and District Testing—Schedule of Events: Standard Time Testing and Accommodations Testing
- *ACT Administration Manual for State and District Testing*
- *Preparing for the ACT*
- *Taking the ACT*
- *Summary of Requirements—ACT State and District Testing*

ACT QualityCore

Program Overview

> *From KDE:*
>
> *The state of Kentucky is focused on making college and career readiness a reality for every Kentucky student. With this focus, Senate Bill 1 (SB 1) was enacted in 2009. This legislation allowed, with approval by the Kentucky Board of Education, an end-of-course (EOC) assessment program at the high school level. ACT will provide its QualityCore Instructional Program as Kentucky's K-PREP EOC examinations for English 10, Algebra II, Biology, and U.S. History. The EOC assessments are part of Kentucky's Unbridled Learning: College/Career Readiness for All.*

ACT QualityCore is an instructional improvement and curriculum alignment program designed to help schools and districts increase students' college and career readiness by raising the overall quality of high school core courses. ACT QualityCore helps teachers focus on the essential skills students need most to be ready for success.

ACT QualityCore components include:

Rigorous Course Standards

Aligned to Common Core State Standards and drawn from years of empirical data and real-world classroom experience, ACT Course Standards define the essential knowledge and skills students need to be college and career ready.

End-of-Course Assessments

ACT QualityCore End-of-Course (EOC) assessments provide educators with multiple-choice questions to evaluate student gains in achievement course by course. Under the Kentucky contract with ACT, EOC assessments will consist of two 45-minute multiple-choice test sessions. Multiple-choice items on the EOC assessments may be administered via online or paper testing.

Progress Monitoring/Reporting

EOC multiple-choice test results are provided in a live, interactive, online format. The reports include an estimated ACT Aspire or ACT test score that gives students and teachers an easy way to identify how well students are meeting standards for college and career readiness.

New Computer-Based Platform Planned for 2015–16

At the time of publication, ACT had already announced plans to use a new platform for computer-based QualityCore testing. The new platform is to be rolled out during Fall of 2015, including opportunities for training, updated manuals, and other training resources. Any additional information will be made available leading up to that time. DACs should look for updates in the weekly Monday E-mail and check for updates to the KDE website.

ACT QualityCore Courses

For the 2015–16 school year, the following ACT QualityCore courses (including EOC assessments) will be administered in Kentucky school districts and are funded by KDE:

English 10	Algebra II
Biology	U.S. History

The following ACT QualityCore courses are not funded by KDE, but may be purchased by schools and districts from ACT:

Algebra I	English 12
Chemistry	Geometry
English 9	Physics
English 11	Precalculus

Courses Requiring an EOC Exam

Schools will need to evaluate their courses as compared to the EOC requirements. Schools will then select the appropriate course to administer the EOC. For example, the EOC test for Biology has a syllabus, instructional support materials and a test blueprint to help administrators evaluate which course covers the content assessed on the EOC test.

Schools that adhere to the state course codes may refer to Appendix A for a list of state course codes that require an EOC assessment. **It is important schools use the state course codes within Infinite Campus (IC).** As KDE extracts data from IC for the ACT QualityCore system and the SDRR, the state course codes will be utilized.

DAC Responsibilities for ACT QualityCore

The DAC is the primary liaison between ACT and the schools in the district for the ACT QualityCore program, and an important resource for ACT. The DAC is responsible for ensuring adherence to the standardized testing policies, guidelines, and procedures outlined in the *Test Supervisor's Manual* and *Room Supervisor's Manual*, as well as those detailed in this guide. In addition, DACs are invited to participate in all conferences and workshops addressing testing procedures or the interpretation of results.

All DACs should become familiar with each step described in "Preparing for ACT QualityCore Testing" below. DACs are responsible for allocating ACT QualityCore units to each school in the district, as well as assisting the schools with teacher and student setup within the ACT QualityCore system.

Any staff administering the EOC assessments must read, sign, and abide by the *Administration Code for Kentucky's Educational Assessment Program* (703 KAR 5:080) and, if providing accommodations, read and abide by the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (703 KAR 5:070). School or district technology staff involved in preparing computers for online testing must read, sign and abide by the Nondisclosure Agreement.

Note: ACT QualityCore testing is being used for accountability purposes as determined by KDE. Schools must administer ACT QualityCore only within the test window selected.

New DAC Registration

If new to ACT QualityCore, the DAC will need to be added to the system. To get set up, send an e-mail to **qualitycorecustomerservice@act.org** with the following information:

- First and last name
- District name

Note that a new DAC for a district will need to be added as the site administrator for the district.

Who Should Be Tested

Any student completing the ACT QualityCore courses shall take the state-required EOC assessments. For 2015–16, the EOC assessments are English 10, Algebra II, Biology, and U.S. History. The courses are Kentucky graduation requirements.

For state accountability, each student completing English 10, Algebra II, Biology, and U.S. History must have one score, or an approved nonparticipation, for each of the required EOC exams. At the time of printing, discussions are being held to determine whether tests must be completed within the academic year (including summer school). For final 2015–16 policies, check the EOC KDE web page and DAC updates.

Students Receiving Partial Credit

Students who took part of a course during a previous school year and who complete any portion of the course in the current year must complete the EOC assessment.

Transfer Students

A student who transfers from a private, out-of-state, or another Kentucky public school during the year and has received partial credit to date (e.g., has earned half a credit due to having completed one semester) and enrolls in the course to complete it, must take the EOC exam. Students who transfer from a private, out-of-state, or other Kentucky public school and have received full credit in the state-required courses do not take the EOC exam(s).

Students transferring from other Kentucky public school districts who completed English 10, Algebra II, Biology, and U.S. History during a previous year should have an EOC exam score. **It is important for the receiving school to check that the student has taken the required EOC exam before accepting the credit from the previous school.** If not tested, testing for the student should be completed. The only exception is if the student took a portion of the course prior to the current school year and will be completing the remaining coursework at the new school. If that is the case, the student should test at the completion of the course.

Foreign exchange students do not participate in state testing.

English Learners

EL students who are in their first year of enrollment in a U.S. school and are at the end of instruction should take the EOC exam to be included in the student's final grade. First-year EL student scores will not be included in school accountability.

Middle School Students

Students receiving high school credit must take the EOC exam. For state accountability, each student completing English 10, Algebra II, Biology, and U.S. History should have one score for each of the required EOC exams. EOC testing in Algebra II, English 10, Biology, and U.S. History is a state-required component for high schools. During the 2014–15 school year, several

hundred grade 8 students in accelerated programs completed coursework and testing in Algebra II and Biology. These grade 8 EOC student scores were "banked." Student scores from grade 8 EOC testing will be included in the reporting for the high school the student attends for 100 days as a ninth grader. The Office of Assessment and Accountability (OAA) worked with other KDE offices, DACs, and the School Curriculum, Assessment, and Accountability Council (SCAAC) on this issue.

Early Graduation

The Early Graduation regulation is a result of Senate Bill 61 (2013) and is a companion to Senate Bill 97 (2013). To summarize the regulation, beginning in 2014–15, early graduation became possible for students intending to move on an accelerated timeline through high school and graduate ready for college before the typical four years of high school or age 18.

Students receiving high school credit must take the EOC exam. For example, students who take U.S. History the fall semester of their junior year and graduate in December are required to take the EOC assessment by revision of regulation 703 KAR 5:240. Early graduates will be included in the school's accountability even if they have not been enrolled in the school for 100 days due to their early graduation date.

Early graduation candidates, families, and counselors should review academic performance each grading period to make sure the student is on track. There is a strong indicator the student is not ready for college-level work if the student is unable to reach proficiency in either course or exams. If an early graduation candidate successfully passes a course but does not meet the EOC benchmark, the student may appeal to the district superintendent to retake the EOC exam. The DAC should keep the rationale for the retake on file. Districts may determine that an extraordinary circumstance prohibited an otherwise exceptional student from obtaining benchmarks. KDE has created sample policies and a sample application for schools and districts to use. See Appendix B and Appendix C of this section.

Note: Students who have taken EOC-assessed courses and met graduation requirements prior to the 2011–12 school year do not take the EOC exam.

Tracking Students

Beginning with the 2011–12 freshman cohort, every student should have an EOC score for English 10, Algebra II, Biology, and U.S. History. Beginning with the 2014–15 school year, students graduating without an EOC score or approved nonparticipation in each of these courses will be included in the school and district accountability calculations.

EOC Early Warning Report

There is a report within Infinite Campus designed to assist school/district staff to identify students who do not have EOC data. The EOC Early Warning report indicates whether a student has a score for state-required EOC assessments. The report will generate in Excel format. The report may be generated by one assessment or all, and one grade level or all.

Preparing for ACT QualityCore Testing

In order to prepare for ACT QualityCore testing, DACs must complete a number of tasks within the ACT QualityCore system. All of these tasks are necessary to ensure that your students are able to test and that the resulting data is robust at the state, district, school, classroom, and student levels.

ACT QualityCore EOC State Windows

The ACT QualityCore EOC assessment state windows have been set for the 2015–16 school year.

State Windows

- August 3–28, 2015 (online only)
- September 1–30, 2015 (unavailable due to transition to new platform)
- October 1–December 18, 2015
- January 4–July 15, 2016

School Window

Within each window, schools choose a 10-day window (**consecutive days**) to complete the four tests, including makeup sessions. There are exceptions to this rule. For medical or extraordinary circumstance, students may test outside the 10-day window. Please contact OAA for special permission.

Note: *MC1 and MC2 must be given in order on the same day.*

Schools may schedule multiple content tests on same day.

Note: A 10- to 15-minute break is allowed between test sessions.

For paper testing, all students in one content area must be tested at the same time (similar to the ACT administration).

For online testing, multiple testing sessions can be utilized in a single day.

Nontraditional Students

Students in a nontraditional setting (i.e., Self-Paced, Online Credit Recovery Courses) may test at any time. School staff chooses one or two **consecutive days per student(s)** to complete sessions.

Format (Paper or Online Testing)

For the multiple-choice sections, school staff may choose the format of each content area: paper or online testing. For example, schools may choose to give juniors Algebra II on paper and seniors Algebra II online.

The first online test must begin at the same time as the paper test. Below is an example of the timing for a school that chose to test in one day.

Multiple Choice					
Time	Subject	Room	Paper Testing	Online Testing	Special Education
8:00–10:00	English 10	Cafeteria	100		4
	English 10	201	25		
	English 10	202		20	
	Algebra II	Library	90		7
	Algebra II	203	20		
	Algebra II	202		20	
10:00–12:00	English 10	202		20	
	Algebra II	202		20	

Receiving and Distributing Test Materials

DACs are responsible for maintaining the security and safekeeping of the test materials and for returning them to ACT at the conclusion of testing. All test booklets, used and unused, must be returned to ACT.

Depending on the quantity being shipped, there may be several boxes per school that comprise your ACT QualityCore shipment. If paper testing, for each course (English 10, Biology, Algebra II, and U.S. History) a minimum of 1 box of multiple-choice test booklets per school will be received.

Shipping: DACs should expect to receive materials two weeks prior to the school test start dates, provided the schedule on the ACT QualityCore website is followed. If this timeline is not followed, ACT cannot be responsible for getting schools their test materials two weeks before their test start date (especially if materials are ordered less than two weeks prior to the test start date). ACT has made changes to how the boxes are labeled. DACs should be able to easily identify what school the boxes are for and what materials are in the boxes.

When materials arrive, DACs should open the boxes (starting with box marked 1 of X) and verify that the materials listed on the Pack/Return Slip match the materials found in the boxes. If any discrepancies are found, call ACT immediately at 866.764.7228.

All schools will find the following items in the test materials shipment for contract testing:

- Pack/Return Slips in box 1 of each shipment. There will be one of these for each course as well as the miscellaneous materials. Keep these slips to include with your return shipment to ACT.
- ACT QualityCore Test Booklets
- Pre-ID Labels
- Reference Sheets (Algebra II)
- ACT QualityCore *Test Supervisor's Manual*
- ACT QualityCore *Room Supervisor's Manual* (1 per 25 students)
- ACT QualityCore School Header
- ACT QualityCore Group Header(s) (1 per 15 students)

- ACT Scoring Services Tyvek envelope(s) to package completed answer documents for scoring
- Polymailer bags with prepaid return postage labels for shipping all Tyvek scoring envelopes to ACT Scoring Services
- Clear packing tape to seal boxes for return shipment to ACT

Note: For online testing, staff should refer to the *Online User Guide*, which can be found under "Resources" in the ACT QualityCore system. No *Test Supervisor's Manual* or *Room Supervisor's Manual* will be shipped for those using online testing.

All test materials will be shipped to arrive at the district office approximately two weeks prior to the first day of testing established for each school. All test materials are considered secure and should be handled and stored accordingly at the district office and in the respective schools. See the *Test Supervisor's Manual* for ACT QualityCore for specific guidelines on handling and storing secure test materials.

Note: The box(es) in which you received your test materials and the attached Pack/Return Slips should be used to return all test materials other than used answer documents and related materials to ACT.

Once delivered to the schools, BACs should open the materials and verify counts *immediately* to determine if there are any discrepancies.

The following table outlines available test materials shipped for the ACT QualityCore test administrations for 2015–16.

ACT QualityCore Test Materials

Description	Quantity
ACT QualityCore Kentucky Contract Test Materials Package	
ACT QualityCore Test Booklet	1 per student
ACT QualityCore Pre-ID Label	1 per student
ACT QualityCore Answer Documents	1 per student
ACT QualityCore Reference Sheets (for Algebra II)	1 per student
ACT QualityCore *Test Supervisor's Manual*	1 per school
ACT QualityCore *Room Supervisor's Manual*	1 per 25 students
ACT QualityCore School Header	1 per school
ACT QualityCore Group Header	1 per Test Assignment Roster
ACT QualityCore Tyvek Envelope for Completed Answer Documents	As needed
ACT QualityCore Polymailer bags with prepaid return postage labels for shipping Tyvek envelopes containing Answer Documents	As needed
Clear Packing Tape	1 roll

Description	Quantity
Optional Materials	
ACT QualityCore—Audio DVD	As ordered
ACT QualityCore—Braille	As ordered
ACT QualityCore—Large-Print	As ordered
ACT QualityCore—Reader's Script	As ordered

Returning Test Materials

After testing, materials must be stored in a secure location until they are returned to ACT. Used answer documents can be returned whenever testing is completed for an entire course or can remain in secure storage until you have finished testing all courses. To ensure timely scoring of answer documents, DACs must follow the instructions for Packaging Answer Documents for Scoring in the *Test Supervisor's Manual*. There will be significant delays in scoring answer documents not returned according to those instructions (e.g., without required Group Headers or loose in test material boxes). All test booklets, manuals, and other materials provided by ACT **must** be shipped back to ACT within two days after all ACT QualityCore tests have been administered.

Disposition of Materials After Testing

Immediately after concluding the testing process, BACs/Test Supervisors should gather answer folders, prepare them as described in the *Room Supervisor's Manual*, and forward them, with completed administrative forms, to the DAC in the envelopes provided. Additionally, all test booklets must be boxed and forwarded to the DAC. As materials are received from schools, DACs should confirm that all administrative forms (School Report Headers, Irregularity Reports, etc.) have been completed appropriately and placed correctly with the answer folders for scoring. Additionally, the DAC must confirm that all materials including test booklets have been returned.

All ACT QualityCore test booklets must be returned by the schools in a secure manner, to the DACs. You will not be able to use these test booklets next year.

Test Book Tracking Log: As the Test Supervisor, the DAC is responsible for ensuring the security and return of the ACT QualityCore test booklets. Please use the form found in the *Test Supervisors Manual* to help keep track of who has what books.

Testing Irregularity Report: The *Test Supervisor's Manual* outlines prohibited behaviors and provides information on how to report those irregularities using the testing irregularity report document. This document can be found in the *Test Supervisor's Manual*.

Accommodations

Accommodated material order process: ACT offers ACT QualityCore test forms in Braille and 18-point large type, and on audio DVD. Large type answer sheets are also available for students with motor or vision impairments to mark responses to multiple-choice questions. Accommodated test materials can be ordered by contacting ACT QualityCore Customer Services at 866.764.7228. Accommodated test materials must be ordered no later than 4 weeks prior to the test

administration date to ensure delivery. An overview of accommodated testing procedures, *Instructions for Accommodated Testing*, is available on the Resources page when you log in to the ACT QualityCore website.

Grading and Students with Disabilities

A student's end-of-course test result may be used for a percentage of a student's final grade in the course, as outlined in local policy. Pursuant to 703 KAR 5:200, the Kentucky Board of Education (KBE) suggests the EOC assessment count 20% toward the student's final grade, with local school boards having discretion in setting the percentage. If the final percentage is less than 20%, the regulation requires reporting to the Commissioner of Education.

KDE has determined that Admissions and Release Committees (ARCs) do not have the authority to change the percentage of the course grade the EOC assessment will count for students with disabilities. Students with Individual Education Programs (IEPs) must have the same percentage of their grade based on EOC assessments as students without disabilities. If a district chooses to calculate the EOC assessment as 20% of a student's final grade for the course, the same percentage applies to a student with an IEP or Program Services Plan (PSP).

Supplemental Orders

School personnel should contact the DAC if they need additional ACT QualityCore testing materials.

Please be sure to identify your order as part of the state contract when you call. Please be aware the transfer of materials between schools is not allowed for the ACT QualityCore exam.

ACT QualityCore Reports

ACT QualityCore provides a variety of online reports designed to convey relevant score information to teachers and administrators. Teachers receive information about the performance of each of their students as well as information about their class as a group. Administrators have access to the student-level reports and to reports that roll up data into larger groups. Students who completed their exam using paper testing materials may expect to have reports available online no later than five business days after the documents are received at the processing center for scoring. If documents are not properly packaged for return, the scoring turnaround timeline will be impacted.

Resource Documents Available

- ACT QualityCore *Online User Guide*
- ACT QualityCore *Test Supervisor's Manual*
- ACT QualityCore *Room Supervisor's Manual*
- ACT QualityCore *Instructions for Accommodated Testing*
- ACT QualityCore *Educator's Guide*

Kentucky ACT QualityCore Website

KDE and ACT have created a Kentucky-specific ACT QualityCore website. Valuable resources including test manuals, on-demand videos, and links to training may be found at **www.act.org/stateservices/kentucky/**.

Accountability

Students must be enrolled in the school for 100 days for EOC scores to be accountable to the school. The 100-day window will be based on the district accountability date (i.e., the first day of the five-day summative test window in the last 14 days of the district's instructional calendar).

Scheduling Administration

Ideally, the EOC test will be administered as instruction concludes. For paper testing, ACT has committed to getting test results back to schools in the online system no later than five business days from when they receive the answer folders. The timeframe for the return of test scores and calculation of final grades should be taken into consideration when scheduling test administration.

For schools administering online testing, administration schedules will need to be developed to rotate students through available computers to complete the online testing. Results for online testing should be in the online system within 24 hours of administration. Consideration of when teachers will need EOC exam grades for calculation of final student course grades should be taken into consideration.

Rosters

KDE will collect a roster from schools through SDRR. Step-by-step procedures will be shared through a DAC Monday E-mail.

Medical Nonparticipation and Extraordinary Circumstance

Medical nonparticipations and extraordinary circumstance will be collected in SDRR throughout the year. School staff will be able to apply for nonparticipations in each window. Step-by-step procedures will be shared through a DAC Monday E-mail.

Appendix A: Course Codes for EOC as Defined by KDE

English II

230110–English 2

230162–Pre-IB English 2

230166–AP Language and Composition

Biology

302601–Life Science/Biology 1

302602–Biology II

302611–Biochemistry

302613–Microbiology

302614–Ecology

302623–IB Environmental Systems

302643–Pre-IB Biology

302644–IB Biology 2

302645–IB Biology 3

302646–AP Biology

302680–AgriBiology

302698–Intro Biology with Earth/Space Science

303010–Astrobiology

303091–Integrated Science I

303092–Integrated Science II

303093–Integrated Science III

302612–Botany

302603–Honors Biology

302618–Medical Science

303053–Conceptual Progression Science III

Algebra II

270311–Algebra 2

US History

450809–U.S. History Survey

450812–United States History, Reconstruction to the Present

450814–AP American History

450879–Adv. US History *(newly added)*

Note: EOC exam required for students receiving credit for English 10, Biology, Algebra II, or U.S. History.

Appendix B: Application Procedure for Retaking the State End-of-Course Exam

Early graduation is a deliberate pathway for students who wish to move from secondary to postsecondary education when ready, receive a diploma from the district, and be eligible for acceptance into postsecondary education. To graduate early, candidates must meet minimum proficiency benchmarks for the four End-of-Course (EOC) exams required for state accountability (154 in English 10, 148 in Algebra II, 154 in Biology, and 147 in U.S. History) and meet CPE benchmarks for the college readiness exam.

Students who have an approved Early Graduation Intent Form and are flagged in Infinite Campus may appeal to retake the EOC exam once. Districts may determine that an extraordinary circumstance prohibited an otherwise exceptional student from obtaining benchmarks. For example, if an early graduation candidate successfully passes a course but does not meet EOC benchmark, the student may appeal to the superintendent or designee to retake the EOC exam on grounds of the extenuating circumstances. The DAC should keep the documentation for the retake on file.

The following procedures are required when a parent/guardian/student appeals to retake the end-of-course exam.

1. Complete the Application to Request Retake of End-of-Course Exam.

2. Write a letter explaining the reasons for appealing to retake the EOC exam.

3. Deliver the application and appeal letter to the school principal or designee within five days of receiving an EOC score that is below the benchmark.

4. **If your appeal is approved** by the school administrator, the letter and application will be delivered to the superintendent or designee. If student is approved for EOC retake, the student and school may schedule the exam at the earliest convenience.

5. **If the application is denied** by the principal, superintendent, or their designee(s), the application process is terminated. If the student is denied a retake, the student may retake the entire course and exam.

APPENDIX C: End-of-Course Form

All forms are available from the KDE website. Forms may be completed electronically and sent to **dacinfo@education.ky.gov** by the DAC.

Application to Request Retake of End-of-Course Exam

SAMPLE COUNTY SCHOOLS
NORTH MAIN STREET
Rural, KY 40000

Date: _____

Student Name:			
Parent Name:			
Address:			
City:	State:		Zip:
Phone:			
Date of Early Graduation Intent Form Approval:			
Exam Subject:			
Course Percentage:			

EOC scores (required)	College readiness exam scores (ACT Benchmark)
English 10 (154 or above)	English (18)
Algebra II (148 or above)	Mathematics (19)
Biology (154 or above)	Reading (20)
U.S. History (147 or above)	

For state accountability, each student completing English 10, Algebra II, Biology, and U.S. History must have one score, or an approved exemption, for each of the required EOC exams. Students are tested once at the completion of all coursework.

Signature	Date
Student	
Parent/Guardian	
Principal/Designee	
Superintendent/Designee	

RETAKE APPLICATION
Attach rationale for decision

APPROVED _____   DENIED _____

ACT Compass

Contact Information

Kentucky Department of Education

Kathy Moore
Policy Advisor
502.564.2256 ext. 4717
kathy.moore@education.ky.gov

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Systems Consultant IT
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April Pieper
Interventions Information
Educational Program Consultant
502.564.4970 ext. 4519
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Paul Shoemaker
Engineer/Architect
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paul.shoemaker@education.ky.gov

ACT—ACT Compass

ACT Customer Support
800.645.1992

Unbridled Learning: College and/or Career Readiness for All

Kentucky's goal for the next generation of students is to increase the number of students graduating from high school and their level of preparedness to succeed beyond high school.

Kentucky has defined College Readiness as:

The level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. "Succeed" is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses.

Kentucky's definition of Career Readiness is:

The level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education, career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.

To support the Unbridled Learning initiative, KDE is offering the following ACT Compass tests:

Reading, Writing Skills (English), and Mathematics

Note: ACT Compass does not have an English placement test. The Writing Skills test within ACT Compass aligns to the English test on the ACT. Kentucky will use the ACT Compass Writing Skills college placement test.

Program Overview

ACT Compass, an untimed computer-adaptive college placement test, helps educators:

- quickly *evaluate students' skill levels* in Reading, Writing Skills (English), and Mathematics

- *connect to the resources* they need to achieve academic success

The benefit of **ACT Compass** testing for students who are truly interested in attending college will be the placement of students in appropriate college credit-bearing courses. After completing an intervention, the student will be prepared to take the ACT Compass. Meeting the benchmarks[1] on ACT Compass allows students to be placed in college credit-bearing courses, not remediation courses, if they meet the individual postsecondary institution's requirements for admission.

As a computer-adaptive test, the ACT Compass program **adjusts the item difficulty level to the skills of the individual student**, eliminating items that are too easy or too difficult and that contribute little to the measurement. Such flexibility reduces the number of items and testing time, while maintaining the accuracy of placement results.

The adaptive nature of ACT Compass means that few examinees receive the same items or even the same number of items. Students begin testing with a medium level difficulty question. If the student answers correctly, a more difficult level question is provided to the student. If the student answers the medium level question incorrectly, a less difficult question is provided to the student. The software continues to provide more and less difficult questions until a reliability measure between 75% and 90% is reached.

Seniors may take the ACT Compass assessment in each subject area where they have not met the CPE ACT benchmarks. **Seniors may only take each eligible assessment TWICE with a minimum of five instructional days between tests.** An additional quality intervention must be provided prior to the second test administration. A minimum of five instructional days between assessments provides time for the intervention. Students may retake the ACT Compass at individual colleges and universities in addition to the two state-provided opportunities.

Length of Each Test

The adaptive testing of ACT Compass will continue to give students questions until a reliability measure between 75% and 90% is reached. On the ACT Compass mathematics tests, students who answer all questions incorrectly or correctly could receive as few as eight questions.

Reading

The **Reading Placement Test** is a multiple-choice test that helps determine if students have the reading skills needed to succeed in standard entry-level college courses.

Five types of reading comprehension passages are included:

- Practical Reading • Prose Fiction • Humanities • Social Sciences • Natural Sciences

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[1]See Appendix A for concordance of ACT Compass scores with ACT scores.

Writing Skills (English)

The **Writing Skills Placement Test** is a multiple-choice test that requires students to find and correct errors in essays in the areas of usage and mechanics, including basic grammar, punctuation and sentence structure, and rhetorical skills, including strategy, organization and style.

Mathematics

The **Mathematics Placement Test** is a multiple-choice test that evaluates students' ability levels in terms of basic skills such as performing a sequence of basic operations, application skills such as applying sequences of basic operations to novel settings or in complex ways, and analysis skills such as demonstrating conceptual understanding of principles and relationships for mathematical operations.

ACT approved calculators are permitted or students may utilize the on-screen calculator. A list of approved calculators may be accessed at: **www.act.org/compass/tests/math.html**.

The Mathematics Placement Test is a combination of Pre-Algebra and Algebra items which will yield separate scores. See ACT Compass cut scores for placement purposes.

ACT Compass Cut Scores

The Kentucky Council on Postsecondary Education has defined a student to be prepared for college credit-bearing courses by meeting benchmark scores on the ACT. In Kentucky, students who meet the CPE ACT benchmarks are placed into credit-bearing courses by the admitting college or university.

The ACT Benchmarks (from ACT) reflect the level of preparation needed for students to have at least a 50% chance of achieving a grade of B or higher, or at least a 75% chance of a grade of C or higher, in entry-level credit-bearing college English Composition and Algebra. (The maximum ACT score is 36.)

ACT Compass scores are on a scale of 0–100. The ACT is on a scale of 0–36. ACT scores relate to ACT Compass scores. Students meeting the ACT Compass cut scores are also placed into college credit-bearing courses in Kentucky. The table below contains the level a student must perform on the ACT and/or ACT Compass to be prepared for college credit-bearing courses. Complete concordance tables are found in Appendix A.

Subject	ACT Compass Score (at or above)	ACT Benchmarks	CPE ACT Benchmarks
English (Writing Skills)	74	18	18
Mathematics (Algebra)	36	22	19
Reading	85	22	20

Placement Exam

ACT Compass is a placement exam for postsecondary institutions. ACT Compass is NOT a college admissions test. Kentucky colleges and universities will not use ACT Compass scores for

replacement of the ACT to admit a student into their institutions. The ACT Compass computer-adaptive college placement test helps colleges evaluate incoming students' skill level in Reading, Writing Skills (English), and Mathematics (Algebra) and place students in the appropriate level college course.

Students may retake the ACT to meet the admissions requirements at individual colleges/universities. The student's Composite score on the ACT, not the student's score on the ACT Compass exam, qualifies the student for college admission.

Student Examples

Below are ACT scores for two students who received the same score on the ACT in English.

Subject Test	Scores	
	Student 1	Student 2
English	16	16
Mathematics	25	15
Reading	25	15
Science	25	15
Composite	22	15

Student 1 could choose not to retake the ACT because his or her Composite score is 22, high enough for admission into most colleges. The student could take the ACT Compass English Placement Exam. With the appropriate score, the student could be placed into college credit-bearing courses.

Student 2 would likely need to retake the ACT because his or her Composite score is 15, too low for admission into most colleges. The student could take the ACT Compass placement exam in each of the areas. A student receiving the appropriate score on any placement exam could be placed into an appropriate credit-bearing course.

DAC Responsibilities for ACT Compass

The DAC is the primary liaison between KDE and the schools in the district for administration of ACT Compass. The DAC is responsible for ensuring adherence to the guidelines set herein. The DAC will be the district person who has oversight of the students who have had a quality intervention and qualify to take the ACT Compass (see Eligible Student File). The DAC is encouraged to participate in all conferences and workshops addressing testing procedures and the interpretation of results.

Important: Administration of ACT Compass will affect the College and Career Readiness Rate that will be a part of a district and school's accountability. Oversight must be provided to ensure a fair and equitable application of the testing program.

College Ready Status File

During the fall, on the KDE secure website (**apps.kde.state.ky.us**), DACs will find the district's students who are deemed college ready. (Career readiness may be obtained in the TEDS system.) When developing the college ready status file, KDE used the Statewide ACT administration test

data, which most students took as a junior, and National ACT test data from 2008 through May 2015. There will be one file for each school. Each file contains:

- **Cover Sheet**—The cover sheet has critical information about the use and limitations of the file. Please read carefully.

- **College Ready**—Students on this list have met the college benchmarks and are NOT eligible for COMPASS or KYOTE.

- **NOT College Ready**—Students on this list have not met the college benchmarks and may be eligible for COMPASS or KYOTE.

- **Unknown**—Students on this list are Kentucky students for whom OAA does not have linked assessment data. They may be eligible for COMPASS or KYOTE. Please see the limitations listed below for more information.

KDE receives one national ACT data file in July of each year. If seniors take the ACT on a national test date during their senior year (i.e. December), KDE will not receive the scores until the following July. Schools will receive the student scores throughout the year. Therefore, schools may have results showing the student has met the ACT benchmark and does not need to take the ACT Compass assessment. ACT Compass scores and ACT National scores will be added to CIITS, as those files become available.

SSID Numbers

Students will need their SSID numbers to take the online version of ACT Compass. Social Security numbers are NOT used to identify students.

Registration for New Schools

DACs must complete and return a New School Registration Form to **dacinfo@education.ky.gov**. Only schools with a six-digit school code may be registered. Other programs within a school will use the same credentials as the existing school. The electronic School Registration Form is available upon request to **dacinfo@education.ky.gov**. For example, see Appendix B.

Staff Changes at Existing Test Centers

For schools that have undergone changes in ACT Compass testing staff, the DAC or designee will make the additions and deletions of staff using the Compass Staff Update form (see Appendix B). Please refer to ACT Compass updated training for additional information.

Forgotten Password

Contact ACT Compass Customer Service at 800.645.1992 to have a forgotten password reset. The reset will arrive via e-mail to the person listed on the Staff ID account.

Training for ACT Compass Administrators

New staff wishing to administer ACT Compass must be trained by the *KDE ACT Compass Training Series* with the DAC certifying that the training was completed. All staff are required to view the ACT Compass updated training available in August.

Reminder: All staff administering ACT Compass must be trained annually on the *Administration Code for Kentucky's Educational and Assessment Programs* (703 KAR 5:080) and *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (703 KAR 5:070) regulations prior to administering any state assessment.

Accommodations

KDE requires accommodated administration of ACT Compass for students with current documented disabilities. Students with a current IEP, 504 Plan, or Program Services Plan may be tested using their specific accommodations. To be considered current, the diagnosis should have been made or reconfirmed within the last three years. A current IEP or 504 Plan on file at the school is one that has been developed within the last 12 months.

Note: There are no large-print, Braille, or special forms for the ACT Compass online assessment. ACT Compass is an untimed, adaptive assessment. Students may take it across multiple settings. In most situations, when a student returns to the exact same test package, ACT Compass will resume where the student left off.

Reminder: All staff administering the ACT Compass test to students receiving accommodations must be trained on the *Inclusion of Special Populations in the State-Required Assessment and Accountability Programs* (regulation 703 KAR 5:070).

Test Administration Window

For the 2015–16 school year, the online ACT Compass system will be open to schools August 3, 2015, through July 15, 2016. Tests may be administered to students at any time during this window.

Test Irregularity Reporting

KDE should be notified when test irregularities happen. Test irregularities include, testing ineligible students, testing eligible students more than twice, and testing eligible students within five days of the first administration. This information should be reported to KDE through an electronic spreadsheet found on KDE's website, ACT Compass Test Irregularities. Return completed spreadsheets to **dacinfo@education.ky.gov**. See an example in Appendix C.

Collaboration with Postsecondary

To provide current student ACT Compass scores for placement, KDE allows postsecondary institutions to access student scores throughout the school year. Specified personnel at each public two-year and four-year institution have been given access to the KDE ACT Compass system. College/university representatives may access score reports from any student who has shown an educational interest in the institution.

Each summer KDE will receive a file from the Kentucky Community and Technical College System based on the students currently enrolled in grades 9–12 within Infinite Campus.

Interventions

For ACT Compass testing, the expectation is for students to test at the completion of an intervention. An **intervention** is an educational practice, strategy, curriculum, or program (U.S. Department of Education).

A quality, effective intervention is one that begins with the analysis of individual student diagnostic data for the purpose of designing and implementing an appropriate research-based intervention. Beginning in 2015, schools may use ACT Compass Diagnostics, available for purchase directly from ACT. These tools may help identify specific target areas for each student. More information is available at **www.act.org/products/higher-education-act-compass/**.

Elements of a Research-Based Intervention

Correctly Targeted

- Effective interventions are matched to the student's academic needs.

Explicit Instruction

- Break down the skills into manageable and deliberately sequenced steps.

- Provide overt instruction in the skills and opportunities to practice.
  - Step-by-step manner
  - Clear and detailed explanations
  - Mastery of each step before moving on to the next

- "I do" (presentation of materials), "we do" (guided practice), and "you do" (independent practice).

- Uses formative assessment process (a significant number of quality teacher questions and student responses) to frequently check for student understanding.

Appropriate Challenge

- If instruction is too easy, students won't learn.

- If instruction is too hard, students will give up.

- Students need to experience adequate success with the instructional task.

Opportunities to Respond

- The student actively responds at a rate frequent enough to promote learning (e.g., computer-assisted instruction, flash cards, paired peer practice).

Immediate Feedback

- The student receives prompt, descriptive performance feedback about the work completed.

Regulation for Intervention

704 KAR 3:305 (Minimum requirements for high school graduation) requires the following:

Section #2: 1b: If students do not meet the college readiness benchmarks for English/language arts as established by the Kentucky Council on Postsecondary Education in 13 KAR 2:020, an English/language arts transitional course or intervention, which shall be monitored to address remediation needs, shall be required before exiting high school.

Section #3: 3c: If students do not meet the college readiness benchmarks for mathematics as established by the Kentucky Council on Postsecondary Education in 13 KAR 2:020, a mathematics transitional course or intervention which shall be monitored to address remediation needs shall be required before exiting high school.

Planning for Appropriate Interventions

There is a process that schools should follow to analyze student data and plan for appropriate interventions.

- Analyze student data for areas where students fail to perform to the standard or benchmark.

- Analyze student results to see if more than 20% of the students are failing to meet the standard or benchmark in the same area. If so, this is a Tier 1 Instructional Core issue and the school will need to consider overall curriculum gaps and make direct changes to its instruction.

- If less than 20% of the students fail to meet the standard or benchmark, this is a Tier 2 intervention issue and an individualized academic plan should be developed for each student to address the skills/concepts the student needs to master.
- The Intervention Cycle for the student would look similar to this:
  - The student would take a diagnostic pretest, which helps to specify exactly what areas of need the student has.
  - The teacher would develop individual learning objectives for each student based on his or her individual academic needs.
  - The teacher should work one-on-one, or in a small group if necessary, to help the student master the skills.
  - The student would independently practice that particular skill.
  - The teacher would formatively assess the student for mastery and move on to the next learning objective if the student has in fact mastered it, or re-teach addressing areas of need if the student did not master the skill.
  - At the end of the intervention, when the student has formatively mastered the skills, the teacher would post-test to ensure the skills are mastered.

Flexible Scheduling Ideas for Interventions

When determining the intervention schedule for a student, schools are encouraged to implement as flexible a schedule as possible. Students should remain in the intervention long enough to demonstrate mastery of the learning objectives.

Consider the following:

- Before or after school
- Summer program
- Night or Weekend program
- Content is embedded into an existing course and addressed through differentiated instructional practices
- During school (intervention time/daytime ESS)
- Performance-based credit

References:

Implementing Response-To-Intervention in Elementary and Secondary Schools:
Burns, M.K. & Gibbons, K.A., 2008

A Guide to the Kentucky System of Interventions:
education.ky.gov/educational/int/ksi/Documents/KSIRtIGuidanceDocument.pdf
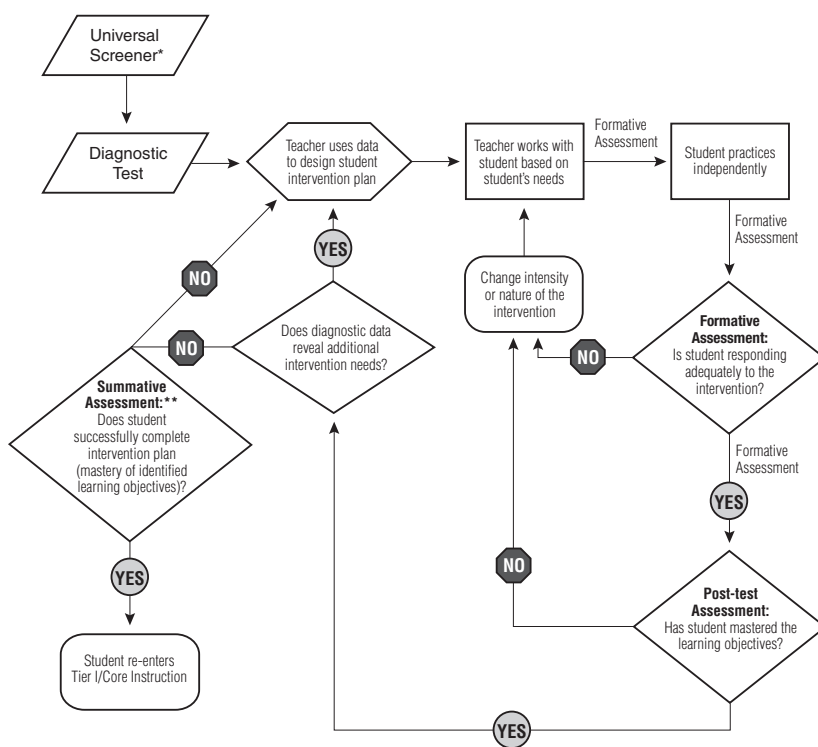
The Characteristics of Highly Effective Teaching and Learning:
education.ky.gov/curriculum/standards/teachtools/Pages/Characteristics-of-Highly-Effective-Teaching-and-Learning-(CHETL).aspx

Intervention Cycle

January 2011
Office of Next Generation Learners

*For use with the COMPASS. "Universal screener" is the ACT.
**For College Readiness, COMPASS is a Summative Assessment.

Technical Staff

Information for technical staff can be found at **www.act.org/compass/tech/index.html**. Information includes:

- **Technical Specs** *(Revised November 2011 for Internet Explorer® 9)*
  Minimum workstation requirements and settings needed to install ACT Compass

- **Technical Checklist** *(Revised May 2010)*
  Things to watch for as you install ACT Compass

- **Installation Guide** *(Revised November 2011 for Internet Explorer® 9)*
  Step-by-step instructions for installing ACT Compass

- **Supplemental Guide for Microsoft Windows® XP Service Pack 2** *(Revised May 2010)*
  Preliminary installation steps to follow if your workstation is running Windows® XP

- **FAQs** *(Revised May 2010)*
  Answers to common questions about installing and using ACT Compass

- **SSR File Layout** *(Updated October 2009)*
  A detailed list specifying the meaning of codes built into ACT Compass

- **Uploading ACT Compass Data to Your Student Information System** *PDF; 5 pages, 33KB; updated February 2009)*

The software may be installed on any number of workstations. An unlimited number of workstations may be installed.

Note: Macintosh® or the Win95 Macintosh emulation, Windows 95, or the original Windows 98 are not supported by ACT for ACT Compass Internet Version. Windows NT is supported for administrative use only. Windows NT is not supported for use as a testing workstation.

Please call ACT Technical Support at 800.645.1992 for additional information.

APPENDIX A: ACT Compass Scores with Comparable ACT Scores

Table 1. ACT Compass Writing Skills to ACT English Concordance

(N = 183,317)

ACT Compass Writing Skills scale score	Concorded ACT English score	ACT Compass Writing Skills scale score	Concorded ACT English score	ACT Compass Writing Skills scale score	Concorded ACT English score
14	10	43	14	72	17
15	10	44	14	73	17
16	10	45	14	74	18
17	10	46	14	75	18
18	10	47	14	76	18
19	11	48	14	77	18
20	11	49	15	78	18
21	11	50	15	79	18
22	11	51	15	80	19
23	11	52	15	81	19
24	11	53	15	82	19
25	11	54	15	83	20
26	12	55	15	84	20
27	12	56	15	85	20
28	12	57	15	86	20
29	12	58	15	87	20
30	12	59	15	88	20
31	12	60	16	89	21
32	12	61	16	90	21
33	13	62	16	91	21
34	13	63	16	92	21
35	13	64	16	93	21
36	13	65	16	94	22
37	13	66	16	95	23
38	13	67	17	96	23
39	14	68	17	97	24
40	14	69	17	98	25
41	14	70	17	99	27
42	14	71	17		

This table can be used to relate ACT scores to ACT Compass scores. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

Table 2. ACT Compass Reading to ACT Reading Concordance

(N =191,643)

ACT Compass Reading scale score	Concorded ACT Reading score	ACT Compass Reading scale score	Concorded ACT Reading score
44	11	72	15
45	11	73	15
46	11	74	16
47	11	75	16
48	11	76	16
49	12	77	17
50	12	78	17
51	12	79	17
52	12	80	18
53	12	81	18
54	12	82	18
55	12	83	19
56	12	84	19
57	12	85	20
58	13	86	20
59	13	87	20
60	13	88	21
61	13	89	22
62	13	90	22
63	13	91	23
64	14	92	23
65	14	93	24
66	14	94	25
67	14	95	26
68	14	96	27
69	14	97	28
70	15	98	29
71	15	99	31

This table can be used to relate ACT scores to ACT Compass scores. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

Table 3. ACT Compass Algebra to ACT Math Concordance
(N = 175,039)

ACT Compass Algebra scale score	Concorded ACT Math score	ACT Compass Algebra scale score	Concorded ACT Math score	ACT Compass Algebra scale score	Concorded ACT Math score
16	14	44	20	72	25
17	14	45	21	73	25
18	15	46	21	74	25
19	15	47	21	75	25
20	15	48	21	76	26
21	16	49	21	77	26
22	16	50	22	78	26
23	16	51	22	79	26
24	16	52	22	80	26
25	16	53	22	81	26
26	17	54	22	82	26
27	17	55	23	83	27
28	17	56	23	84	27
29	17	57	23	85	27
30	17	58	23	86	27
31	18	59	23	87	27
32	18	60	23	88	27
33	18	61	24	89	27
34	18	62	24	90	28
35	18	63	24	91	28
36	19	64	24	92	28
37	19	65	24	93	28
38	19	66	24	94	29
39	19	67	24	95	29
40	19	68	25	96	30
41	20	69	25	97	30
42	20	70	25	98	31
43	20	71	25	99	33

This table can be used to relate ACT scores to ACT Compass scores when placement is being considered for Intermediate Algebra and College Algebra courses. These estimates are based on the test scores of students who took both the ACT and ACT Compass.

Note that these scores should not be considered equivalent. They are scores for which approximately the same percentage of students scored at or below each pair of concordant scores. Concordant scores may vary slightly across different samples of students; the concordant scores for your institution may be different than those given here.

APPENDIX B: ACT Compass Forms

All forms are available from the KDE website. Forms may be completed electronically and sent to **dacinfo@education.ky.gov** by the DAC.

School or District Staff Change Form

ACT Compass

DACs should complete a School Staff Change form when contacts change.

Submission Date: _____

6-Digit School Code: _____

District Name: _____

School Name: _____

Test Center Coordinator

The Test Center Coordinator is ACT's primary contact person for the School's Test Center.

	Previous Coordinator	New Coordinator
First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
E-mail:		

Technical Support Coordinator

The Technical Support Coordinator may be either the district or school technical support person.

	Previous Coordinator	New Coordinator
First Name:		
Last Name:		
Job Title:		
Address Line:		
City:		
ZIP Code:		
Phone:		
E-mail:		

District Assessment Coordinator

	Previous DAC	New/Current DAC
Name:		
E-mail:		
Phone:		

When complete, return this form via e-mail to **dacinfo@education.ky.gov**.

New School Registration Form

ACT Compass®

DACs should complete a registration form for EACH school wishing to administer the ACT Compass® assessments.

Date of Submission: _____

District Name: _____

School Name: (Official School Name) _____

6-Digit School Code: _____

Test Center Coordinator

Your Test Center Coordinator will be ACT's primary contact person for the School's Test Center.

First Name:	
Last Name:	
Job Title:	
Address Line:	
City:	
ZIP Code:	
Phone:	
E-mail:	

Technical Support Coordinator

Your Technical Support Coordinator will be contacted by ACT regarding any technical problems that may arise, such as network traffic or workstation setup. This may be either the district or school technical support person.

First Name:	
Last Name:	
Job Title:	
Address Line:	
City:	
ZIP Code:	
Phone:	
E-mail:	

DAC Name: _____

DAC E-mail: _____

DAC Phone: _____

When complete, return this form via e-mail to **dacinfo@education.ky.gov**.

APPENDIX C: ACT Compass Test Irregularities

ACT Compass Test Irregularity Spreadsheet

First Name	Last Name	SSID	Content Test	Date	Time	Session Number*	School ID	COMMENTS**
John	Doe	194519452	Writing Skills	8/25/2013	9:00 a.m.	11190820	275100	Not eligible for test. John started the Writing Skills test by mistake. Should have taken the Reading test. Stopped test after first screen.

*The Session Number can be found on the Individual Student Report.

**The Comments area is designed to explain what happened and how the issue was corrected. Additional information may be requested by KDE on specific incidents.

The purpose of the ACT Compass Test Irregularity Spreadsheet is to report to KDE tests which were administered in error or when technical issues caused a test to not load or end properly. Session numbers of tests submitted will be excluded from reporting. Submission of the ACT Compass Test Irregularity spreadsheet should occur as often as needed and may be held to the end of a month.

ACT WorkKeys

Program Overview

ACT WorkKeys was chosen by the state of Kentucky to be one of two measures offered to students seeking to meet the Career Ready academic portion of college and career readiness. Students must complete three ACT WorkKeys tests (*Applied Math, Locating Information, and Reading for Information*) and receive a score of four or higher on all three assessments to meet the benchmark for the Career Ready academic portion of College and Career Readiness.

Qualifying students will be awarded an ACT National Career Readiness Certificate™ (ACT NCRC®) registered in the ACT national data records. Electronic copies of the certificates will be provided by KDE in the spring. Each school will print the certificates for distribution during their local awards night or graduation ceremony.

The DACs support ACT WorkKeys test administration across all schools in their jurisdiction. ACT WorkKeys is a high-stakes test used for accountability in the state of Kentucky, and it must be carefully monitored to assure a secure testing program.

Eligible Students—KDE Funded

Eligible students are seniors who are preparatory in a valid Career and Technical Education Program. A preparatory student is one who has completed two career and technical education credits in a preparatory program and is currently enrolled in at least the third credit course(s). The student must be a preparatory senior at the time of testing and must be marked accordingly in TEDS. Any student can take ACT WorkKeys; however, the district/school is responsible for funding. KDE will only provide funds for preparatory seniors to take ACT WorkKeys.

Accommodations

Students with special testing needs may be accommodated according to their approved IEP. Extended time may be allowed when testing on computer or paper testing forms. Students needing special accommodations such as readers must take ACT WorkKeys by paper testing. Please refer to additional information in the ACT WorkKeys *Administration Manual*. Extended time is the only approved accommodation for online testing.

ACT WorkKeys Dates/Milestones

- The name and e-mail address for authorized test administrator(s) must be submitted to KDE by August 28, 2015. Only the test administrator(s) identified by this date will be authorized by KDE to:
  - Verify orders for secure testing materials.
  - Access realm-level information within the school ACT WorkKeys Online realm.
  - Receive critical informational e-mails from ACT about the ACT WorkKeys testing program.
  - Access his or her school's unique secure score retrieval site.
- Paper testing will be available during the two-week test window, January 25–February 8, 2016.
  - Requests for paper testing materials must be submitted online through the KDE ordering

portal in December. Further information will be sent identifying the exact time frame.

– Student score results must be retrieved from the electronic secure file transfer site within 10 calendar days of posting for paper testing.

– Answer documents and test booklets, including accommodated testing material, will be picked up at your school by FedEx on February 9, 2016. Please have them packed according to instructions in the *Administration Manual* for paper testing and ready for pickup before the driver arrives at your school.

• Computer based testing will be available December 1, 2015–March 31, 2016.

– Schools that do not already have an assigned ACT WorkKeys Online testing realm must submit a request to KDE by August 28 to be authorized for computer based test administration.

– Student score results will be available to the test administrator immediately upon completion of each test.

Test Administration Training

All authorized test administrators must comply with the "Administration Code for Kentucky's Educational Assessment Program and Inclusion of Special Populations." This online training may be accessed at **education.ky.gov/AA/distsupp/Pages/AdminCode.aspx**. School or district technology staff involved in preparing computers for online testing must read, sign, and abide by the Nondisclosure Agreement.

The ACT WorkKeys *Administration Manual* for paper testing will be included with secure test materials shipped from ACT. Authorized test site administrators and test supervisors may also access the manual at **www.act.org/workkeys-private/manuals/SupervisorsManual.pdf**.

Administrative individuals who are new to the ACT WorkKeys Online system should attend an ACT-hosted training webinar. Registration information will be e-mailed to all authorized ACT WorkKeys Online test site administrators as new training webinars become available. The ACT WorkKeys *Online Test Administration and User Guide* is available to authorized test site administrators at **www.act.org/workkeys-private/wkiv/UserGuide.pdf**.

ACT WorkKeys test supervisors, backup supervisors, room supervisors, and proctors must complete ACT training before testing begins. The verification form is at **www.act.org/workkeys-private/forms/manual.html**.

Online Testing Administration

Establishing a Unique Testing Realm

ACT WorkKeys Online testing is available to schools that meet technical and training requirements. Each school may access tests only through their unique testing realm, which provides direct access to secure test forms for use only at the authorized locations. If your school had a realm last year, then there is no need to set up a new realm this year. If your school does not yet have a realm assigned under the KDE testing program please request it directly through Angie Fischer **(angie.fischer@education.ky.gov)**.

Site Administrator Preparation

New and returning administrators for ACT WorkKeys Online administration have access to the ACT WorkKeys Online training realm. Returning administrators can use the same username and

password as previously. The URL and login information to access this training website is provided by e-mail to the authorized test site administrator as each new realm is activated.

Training webinars on how to use ACT WorkKeys Online are offered twice a month. Practicing in the training realm offers an opportunity for each administrator to become familiar with the technology and to provide an optimal testing experience for students. Do not change the assigned username and password for the training realm, and since the training realm allows broad public access, do not practice with personally identifiable information in the training realm. The website address with username and password for the training realm is disclosed in the webinar training.

Test Administration

The Student ID field is limited to 11 digits in ACT WorkKeys Online. This data field must use all digits of the student's SSID to qualify for accountability credit in TEDS.

For retesting, it is recommended by ACT WorkKeys to only retest twice in each 30-day window. This allows time for remediation. ACT WorkKeys are highly reliable tests, and student scores will generally not increase unless additional instruction or practice has been completed between test attempts. Fees for retests are not covered under this program and will be charged back to the school.

Paper Testing Administration

Ordering Test Materials

To participate in KDE's ACT WorkKeys funding, authorized test administrators must order materials using the online ordering portal. Materials must be ordered in November. Further information will be sent identifying the exact time frame. Extended time, large print, reader's scripts, audio DVDs, and/or Braille testing materials may also be requested using this form. Materials will be shipped to arrive at your school approximately one week before your test date. Due to test security and chain-of-possession tracking requirements, schools may not share testing materials between multiple testing sites or with other school districts.

Test Administration

The student ID is a critical data element and must exactly match the SSID to qualify for accountability credit in TEDS.

ACT WorkKeys tests are highly reliable, and student scores will generally not increase unless additional instruction or practice has been completed between test attempts. Materials for retesting will be billed to each school rather than to KDE and may be ordered using the "ACT WorkKeys Assessments and Materials Order Form for Education and Government-Funded Programs" located at **education.ky.gov/CTE/Documents/Retesting Form.pdf**.

Return of Secure Test Materials

ACT will schedule a pickup after ACT WorkKeys paper testing is completed. Your school must return materials on the scheduled date. The pickup date for testing materials for all schools across the state has been established as February 9, 2016. Please carefully pack all materials according to the diagram in the ACT WorkKeys *Administration Manual* for paper testing and have them ready for collection by FedEx on that day. All testing materials are secure documents and must be returned to ACT immediately after the test date. Detailed instructions for packing return materials are provided in the administration manual. Materials from multiple schools or other ACT testing programs may NOT be combined in one envelope.

Access to Score Reports

Scores will be available for electronic retrieval within the week of March 7–11, 2016. Protection of personally identifiable information requires score transfer ONLY through secure electronic transfer accounts for each school. The week of February 29–March 4, 2016, authorized test administrators at each school will receive a set of e-mails providing the secure site URL and a unique username and password for their school. Protect the access information carefully. After scoring is complete at ACT, the authorized test administrator will receive an e-mail notification of available scores. No username or password will be included in that notification. **Scores will only be posted to the secure transfer site for 10 calendar days after e-mail notifications are sent.** After this time, scores will become unavailable without assistance from ACT WorkKeys.

ACT and ACT WorkKeys Testing Precautions

- Because the ACT and ACT WorkKeys are separate assessments with different test materials, administration procedures, and returning processes, please keep all materials and testing separate. Standard secure storage requirements apply to both administrations.

- Remember to return materials separately, as instructed in the respective test administration manuals and in other training resources.

- Mixing test materials can result in a delay of scoring and reporting and possibly a misadministration.

Contact ACT State and District testing at 800.967.5539 with questions.

Frequently Asked Questions about ACT WorkKeys

Q: *Sharing secure materials: If a school does not have enough test materials for enrolled students, may I transfer materials from one school to another or borrow materials from another district?*

A: Transfer of materials between districts or between schools within a district is prohibited. Secure testing procedures require that each school receive the shipment at the address where the test will be completed and return it directly to ACT from that location.

Q: *Score reports: I can't find my score reports. Now what?*

A: Scores from tests completed using ACT WorkKeys Online are available immediately through your administrator's realm. Refer to the ACT WorkKeys *Online Test Administration and User Guide*, for more information. Results from paper testing will be posted to a secure website within 10 business days after scoring at ACT is complete, and the authorized site administrator will be notified by e-mail. Once scores have been posted, the test supervisor will have 10 calendar days to retrieve them. Contact ACT at 800.967.5539 if you think you may have missed the e-mail notification.

Q: *Returning test materials: How do I return my test materials?*

A: Each school must prepare test materials (used and unused) for return shipment to ACT at the end of the testing window. A representative from FedEx will be at your school to pick up all testing materials on February 9, 2016. Please prepare them for shipment before that date according to the diagram in the ACT WorkKeys *Administration Manual* for paper testing. If you have any questions, contact ACT at 800.967.5539.

Q: *ACT National Career Readiness Certificates: Do I need to order ACT NCRCs from ACT?*

A: KDE will provide electronic versions of the ACT NCRC for each qualifying student before the end of the school year.

Q: *Can I retest?*

A: Yes, retesting is allowed but not included in KDE funding. Retests must be paid for by the school and MUST be completed by April 29, 2016, to qualify for inclusion in this program.

Resource Documents Available

- ACT WorkKeys General Information
- ACT WorkKeys Reference Center
- ACT WorkKeys at the KDE website
- KDE Assessment Regulations Training
- ACT WorkKeys *Online Test Administration and User Guide*
- ACT WorkKeys *Administration Manual* for paper testing
- Test Site Staff ACT WorkKeys Manual Verification Form
- KDE WorkKeys Paper-and-Pencil Group Administration Assessments and Materials Order Form
- Supplement for KDE: Answer Documents, Test Materials, and Electronic Reporting
- ACT WorkKeys Online Applied Mathematics Formula Sheet

Customer Services

Phone

ACT Customer Service (General Questions) . . . . 800.553.6244 ext. 2800

ACT Customer Service (Accommodated Testing) . . . . . . 800.553.6244 ext. 1788

ACT QualityCore Customer Service 866.764.7228

ACT Compass (Technical and Customer Support) 800.645.1992

ACT Test Security Hotline (for all ACT programs). 855.382.2645

ACT WorkKeys 800.967.5539

Web

The ACT . . . . www.act.org/aap/state/contact.html

E-mail

ACT QualityCore . . . . qualitycorecustomerservice@act.org

ACT Compass . . . . compass@act.org

ACT WorkKeys . . . . workkeys@act.org

Regular Customer Services hours for all assessments:

Monday through Friday: 9:30 a.m.–6 p.m. (ET) or 8:30 a.m.–5 p.m. (CT)

ACT WorkKeys Customer Services hours:

Monday through Friday: 8:00 a.m.–8:00 p.m. (ET) or 7:00 a.m.–7:00 p.m. (CT)
Saturday, 9:00 a.m.–3:00 p.m. (ET)

Customer Services hours on Initial & Makeup Test Date for the ACT administration:

March 1 and 15, 2016: 7 a.m.–6:30 p.m. (ET) or 6 a.m.–5:30 p.m. (CT)

ACT Customer Services will be closed the following days during the calendar year:

- Labor Day   September 7, 2015
- Thanksgiving and following day   November 26 and 27, 2015
- Christmas Day and the preceding workday   December 24 and 25, 2015
- New Year's Day and the preceding workday   December 31, 2015, and January 1, 2016
- Martin Luther King, Jr. Day   January 18, 2016
- Presidents' Day   February 15, 2016
- Memorial Day   May 30, 2016
- Independence Day   July 4, 2016

DACs should contact KDE Support and Research regarding:

- Who should test
- Allowable accommodations for ACT QualityCore, ACT Compass, and ACT WorkKeys
- Questions regarding accountability
- Changes to DAC name or contact information, school names, or shipping addresses

KDE Division of Support and Research 502.564.4394

Monday through Friday: 7:30 a.m.–4:30 p.m. (ET) or 6:30 a.m.–4 p.m. (CT)

Assessment and accountability questions . . . . dacinfo@education.ky.gov

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